

Citywide History Standards and Curriculum Guide

High School United States History I

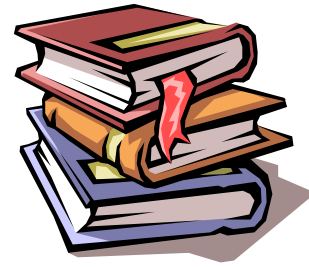


Table of Contents

Introduction	4
Section I: Themes, Key Questions, Skills, and Assessment	4
A. Key Themes: Adapted Massachusetts Curriculum Framework	4
B. History and Social Studies Skills - Procedural Knowledge	7
C. Assessment	8
Section II Citywide Standards for United States History I – 1763 to 1877	9
Key Themes, Ideas, People, Events, Policies, Debates, Decisions, Documents And Performance Benchmarks	
1. Standards Format	9
2. Scope and Sequence	10
3. The Standards:	11
1. Era I (Part 1) – The Political and Intellectual Origins of the American Nation: The Revolution and the Constitution	11
▪ Era I Performance Benchmarks	12
2. Era II (Part 2) – The Formation and Framework of American Democracy	13
▪ Era II Performance Benchmarks	14
3. Era III - Political Democratization, Westward Expansion, and Diplomatic Developments, 1790-1860	15
▪ Era III Performance Benchmarks	16
4. Era IV (Part 1) – Economic Growth in the North and South, 1800-1860	17
▪ Era IV Performance Benchmarks	18
5. Era V (Part 2) – Social, Political, and Religious Change, 1800-1860	19
▪ Era V Performance Benchmarks	20
6. Era VI – Civil War and Reconstruction, 1860-1877	21
▪ Era VI Performance Benchmarks	22
Section III: Literacy Across the Curriculum: Strategies, Skills, Activities	23
1. Reading, Writing, and Thinking Strategies	23
2. Pre-, During, and After-Reading Activities	23
3. Key Questions for Required Documents	24
4. Discussion and Presentation Skills	25
5. Writing Skills	25
Appendix A – Seminal Documents to Consider – United States History, 1763-1877	26
Appendix B – History Alive Activities	27
Appendix C – High School Standards Review Team	31
Endnotes	31

Introduction:

Central Elements: This guide outlines...

- the key themes, ideas, people, events, documents, policies, debates, and decisions found in United States History, 1763 to 1877
- the performance benchmarks students and teachers are responsible for
- the history and social studies skills; reading, writing, and thinking strategies; discussion, presentation, and writing skills students must master to meet the performance benchmarks.

These central elements provide a concise overview of the content and skills students will be expected to master in the United States History I course. All of the elements are aligned with the Massachusetts History/Social Science Curriculum Framework. Classroom teachers should use this document to guide their thinking as they plan their units, lessons, and assessments.



Section I: Themes, Skills and Strategies

A. Key Themes: Adapted from the Massachusetts Curriculum Framework

The Massachusetts Curriculum Framework presents districts with seven broad overarching themes to be applied to the study of United States History. These Massachusetts themes have been modified, using information from the National Standards for United States History, the Bradley Commission's *Building A History Curriculum*ⁱ, and Project '87ⁱⁱ to create themes that enhance the study of United States History.

Each of the eight themes has been paired with key questions, which also appear throughout the guide, aligned with each historical era. These questions represent “big ideas” that are important to every era throughout U.S. History. Many of them can be discussed before students even begin to study specific content, to assess their background knowledge, beliefs, opinions, and misconceptions. They can be returned to time and again to determine how students' initial knowledge, beliefs, and opinions are being reshaped as they study new content. As students consider and respond to the questions, their answers should always be supported by evidence they've gathered from their experiences, the materials used in the course, and additional research they may have conducted.

Each era in the U.S. History I course is aligned with one or more key themes and selected key questions from the theme. One to three themes, and a limited number of questions, have been selected to provide a reasonable scope of inquiry for each era. Teachers may elect to pursue additional questions they think are most relevant, though care must be given to maintaining an efficient pace through the overall content of the course.

The eight themes are:

M1 – Democracy, Personal Freedom, Individual Responsibility, and Human Rights: The evolution of the concepts of personal freedom, individual responsibility, and respect for human dignity. This theme considers the central ideas and institutions of American democracy, the origins of democratic principles and institutions in Ancient Greece and Rome. The theme chronicles the growth of constitutional democracy, the balance between the needs of government and the rights of individuals, the expansion of male and female suffrage, the establishment and abolishment of slavery, and the on-going struggle for civil and human rights from the 18th to the early 21st centuries.

Key Questions:

- What are the key principles that guide people's social, political, and economic lives in the U.S.?

- To what extent has our country lived up to these principles throughout its history?
- When have we fallen short in practicing our principles, why have we fallen short, and what have been the effects?
- What are the (recurring) issues that bring the government into conflict with peoples' freedoms?
- What is the proper balance between order on the one hand and liberty on the other?
- When should the government exert its power over an individual, even if s/he doesn't want it to?
- What role should the United States Supreme Court play in making policy for the nation?
When should the Court restrict itself to ruling narrowly on cases of law?
- What (if anything) is left for us to do to live up to our principles?

M2- Federalism – the Growth of Centralized Democracy: This theme addresses the growth and purposes of American government, and the steady development and increasing importance of the federal government in the Civil War, during the Progressive and New Deal eras, in the 1960s under President Johnson's Great Society and beyond. Specifically, the theme of Federalism and the Growth of Centralized Democracy examines the struggle to maintain a balance of power between branches of government and between nation and states.

Key Questions:

- What are the issues that bring the branches of government into conflict?
- What are the benefits and consequences of conflict among the branches of government?
- What are the dangers or benefits to national welfare if control of the three branches is vested in the hands of one political party?
- To what extent are all citizens effectively represented in the legislative, judicial, and executive branches of government? What, if any, measures should be taken to ensure that they are?
- What powers should the national government exercise? What powers should state governments exercise?
- What are the (recurring) issues that bring the national and state governments into conflict?
- Whose interests are at stake when the national and state governments collide with one another?
- When should the federal government exert its power over a state, even if the state doesn't want it to?
- What important problems did the creation of the Constitution resolve? What problems did it leave unresolved?

M3-Foreign Policy, The Exercise of National Power and the Growth of Presidential Power: The potential, limits, and the role of the United States and her leaders in world affairs.

The United States was established as a product of many conflicts among nations and indigenous people, culminating in the American Revolution. Throughout its history, the United States has followed different foreign policies to promote its interests and beliefs. These policies have included neutrality, imperialism, containment, and internationalism. This theme examines the relationship between domestic affairs and foreign policy and determines why and how the United States has chosen between international conflict and cooperation, and/or isolation and interdependence.

Key Questions:

- How have American principles and values shaped American interaction with nations and people?
- How has the United States interacted with other nations historically and in the recent past?
- What have been the United States' major successes and failures in our relations with other countries and people?
- To what extent has the United States' exercise of power been selfish or humanitarian; necessary, warranted, just, or excessive?
- To what extent should any nation be free to exercise its power to impact the destiny of other peoples or nations? What principles should guide these interactions?
- What should be the role of the United States in the world outside our borders?

- How have presidential powers changed in response to wars or other crises? Should the limits of presidential powers change during exceptional times or should they always remain as stated in the Constitution?

M4- Geography: The effects of geography on the history and development of the United States. This theme examines the influence of geography, climate and natural resources on the way that Americans live and work. The theme examines the desire to control additional land and resources within and outside the United States in the distant and recent past.

Key Questions:

- How do geography, climate and resources influence or limit the economic development of the United States?
- What is the relationship between geography and technology and its effect on the economic, social, and political development of the United States?
- What methods have been used to secure control over land and resources? To what extent has the United States, or people within the U.S., used fair and just methods to secure control over land and resources that did not belong to us (or them)? When, if ever, is it fair and just to take control of land and resources when the current inhabitants or owners object?
- How have American methods to secure control of land and resources influenced relationships among people within and without the United States?

M5- Capitalism, Free Markets, and Industrial Economies – Economic Prosperity and Increased Economic Disparities: The growth and spread of free markets and industrial economies. This theme considers the basic terms, principles, and institutions of capitalist economies, examines owners and workers relationships and strategies to facilitate industrial development (e.g., mechanization, assembly lines, partnerships, corporations, trusts, monopolies, cartels, globalization), including the responses to varied strategies. The theme addresses the role of economic trade in spreading ideas, customs, and practices, the origins and dramatic consequences of the Industrial Revolution and raises questions regarding the cause and consequences of economic prosperity and disparities.

Key Questions:

- What should be the basic rights of businesses and other employers? What should be the basic rights of employees?
- What role should the government play in protecting the interests of employers and workers alike?
- When should the government leave businesses alone and when should the government try to restrict businesses' freedom to do as they please?
- What are the causes of economic disparities and what role, if any, should businesses and the government play in correcting disparities?

M6- Scientific Reasoning and Technology: The development of scientific reasoning, technology, and formal education over time and their effects on people's health, standards of living, economic growth, government, religious beliefs, communal life, and the environment. This theme addresses the development of varied writing systems and scientific and mathematical thought. It considers the major technological innovations and scientific theories that have resulted in growth in economics, science, medicine, and communication. The theme also examines the failure and misuse of science and technology from the 19th to the early 21st centuries and long and short-term consequences.

Key Questions:

- How have scientific or technological discoveries or advancements altered American life?
- How have these discoveries or advancements been for better and for worse?
- How have Americans adapted to changes that have been difficult for some or many people?
- What rules or restrictions should be applied to the introduction of new technologies?

M7 – Individuals, Groups and Institutions: This theme examines the impact of individuals and groups whose work benefited American economic and political development and whose presence brought changes to American social and cultural landscapes from the 18th through the 21st centuries.

Key Question:

- How has immigration (voluntary and involuntary) changed America and how has America treated and changed its immigrants?
- What role should the government play to build tolerance and equity among people of different races, religions, cultures, ethnic groups, and beliefs?
- What effect does intolerance have on the social, political, and economic life of a nation and its people?
- What rules should regulate immigration to America today? Should people from all nations have fair and equal opportunities to immigrate to the United States?
- To what extent can individuals and small groups of people make important and significant changes in the ways Americans live?
- What responsibilities do you have to work for change when you recognize that change is needed?

M8- Culture and Intellectual Life: This theme examines the changing character of American society, culture, and ideas. The theme looks at the development throughout history of the arts (fine arts, theater, dance, music) and mass communication (e.g., pamphlets, newspapers, magazines, radio, television) to inform and to influence the American public. The theme also explores and questions the export of American culture, art forms and “way of life” to other countries.

Key Questions:

- How have various art forms informed and influenced the public?
- To what extent are the arts an essential element of our society that must be protected and supported? What role, if any, should the government play?
- Why doesn’t everyone around the world or in this country embrace American ideas and beliefs?
- What American principles, beliefs, and ideas should be embraced by people in other countries? Why is it that some or many people don’t embrace these principles, beliefs, and ideas now?
- How has “the American way of life” benefited or worked to the detriment of other peoples and countries?

B. History and Social Studies Skills - Procedural Knowledge

Students are expected to develop the following skills to access, understanding, evaluate, and apply the information and ideas they will study throughout the year. The development of these skills is the responsibility of every teacher.

Students will:

1. Construct timelines, identify ways to express time relationships, and arrange events in chronological order.
2. Construct, read, and interpret charts, graphs, and maps.
3. Use historical maps (physical and political) to place ideas, events, people in time and an historical context.
4. Define and use concepts and terms from history, civics and government, economics and geography.
5. Distinguish fact from opinion.
6. Identify and explain the parts of an organization, institution, or system and their relationships.
7. Identify and explain cause and effect relationships, sequence of events, and correlation of events.
8. Make causal connections between and among historic, economic, social, intellectual, cultural, and political events, ideas, and trends.



9. Compare, contrast, evaluate, defend and critique ideas, values, personalities, behaviors, motives, beliefs, opinions, and institutions.
10. Demonstrate historical understanding and perspective:
 - a. describe the past through the eyes and experiences of those who were there,
 - b. consider the historical context in which the event unfolded,
 - c. examine and judge the past first from the norms and values of the era in question before comparing the past in terms of current norms and values.
11. Explain, analyze, and evaluate events, policies, actions, ideas, movements, debates, and decisions for strengths and weaknesses, using historical evidence and considering historical context; suggest viable alternatives, where appropriate.
12. Read, observe, listen to, analyze, and evaluate primary source documents, artifacts, charts, graphs, and other data.
Students will:
 - a. Identify the author or source and assess for credibility.
 - b. Identify the central question(s) and concepts the source addresses
 - c. Identify the purpose, perspective, or point of view from which it has been constructed
 - d. Differentiate between facts, opinions, beliefs, and interpretations
 - e. Assess for accuracy and validity
 - f. Summarize
 - g. Take and defend a position on its content, where appropriate, orally and in writing.
13. Make connections between historical issues, events, decisions and the present and themselves; determine their importance to current affairs.
14. Understand instructions in order to write responses to questions. Instructions include: define, describe, explain, analyze, demonstrate, make connections, trace, summarize, evaluate, critique, defend, compare/contrast, assess, identify

C. Assessment

In order to help students do well on the MCAS and other local assessments, teachers need to assess students' skills and understandings on a frequent basis to learn what students have and have not mastered, to inform their subsequent instruction, and to hold students accountable. Students need to:

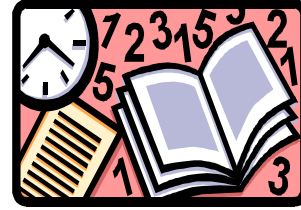


1. Respond to frequent multiple choice, open-response, and essay questions that assess their understanding of the key themes, ideas, people, events, policies, debates, decisions, and documents included in the curriculum guide.
2. Analyze their responses to identify areas in need of improvement; work on these areas in collaboration with the teacher.
3. Maintain an up-to-date history notebook including notes, assignments, and responses to presentations, readings, videos, key questions, and primary source materials, including the key documents.

It is the responsibility of every teacher to help students learn how to do these things well.

Mid- and end-of-course U.S. History I assessments, including multiple choice, open-response/essay questions aligned with this curriculum guide, will be piloted during the 2003-04 school year. Data derived from the assessments will be used to assess and improve students' performance and instruction. U.S. History I teachers will have the freedom to factor the results of the assessments into students' grades at a level of their choosing.

Section II: Citywide Standards for United States History I, 1763 - 1877



A. Standards Format

The standards for all history courses have been divided into two sections: procedural standards and content standards. The first fifteen (15) standards for every history course are the procedural standards which precede the content standards.

The chart below highlights the format and the information to be found in the new standards. The sections of the chart are as follow:

- (#1) – Title of the Era including time periods to be addressed.
- (#2) – One or more key Massachusetts themes (number and title, i.e. M1 Democracy Personal Freedom) that align with the era, and selected key questions from the theme. Though other themes and key questions could be included, 1-3 themes and a limited number of questions have been selected to provide a reasonable scope of inquiry.
- (#3) - A listing of the Key Ideas, People and Events for the era under study.
- (#4) - Key Cases, Decisions, Debates that occurred during the era, to be addressed in all classrooms
- (#5) - Primary Source documents to be addressed by all teachers in all classrooms.

Era I: The Political and Intellectual Origins of ...			#1
Key Themes: Era I			
M1- Personal Freedom, Individual Responsibility... and questions.			#2
Key Ideas	Key People	Key Events	
▪ British imperialism	▪ John Locke	▪ French & Indian War	#3
Key Policies, Debates, Decisions: the Great Compromise; Federalists vs. Anti-Federalists			
Required Documents: Students will be able to read, interpret, discuss and respond to these documents:			#4
• Mayflower Compact (1620)*		▪ the United States Constitution (1787)*	
	#5		

A list of standards and performance benchmarks follows the grid for each era. Teachers should build their instruction, assignments, projects, and assessments around these benchmarks. Students should be able to meet the benchmarks, using key people, events, cases, decisions, and debates to illustrate their understanding.

The performance benchmarks, primary source documents, and the key ideas, people, events, cases, decisions, debates, and questions will be used in the development of multiple choice and open response/essay questions to be included in the mid and end of the year district assessments.

B. Course Sequence:

The high school course sequence for history appears below. This sequence has been established to accommodate MCAS testing that will focus on American History content. Tryouts of the examination, to be administered to students in grade 10, have been scheduled for spring 2005. United States History I, Modern American History and World History: 1800 to the Present are required courses.



Grade 9	United States History I: 1763 to 1877
Grade 10	20 th Century Modern American History, 1877 to the present MCAS Testing (Tryouts - spring 2005.)
Grade 11	World History: 1800 to the Present (required in grade 11 or grade 12) or AP History elective
Grade 12	Social Science Electives or World History: 1800 to the present (required in grade 11 or grade 12)

C. Scope, Sequence, Pacing Guide:

The U.S. History 1 course has been divided into six eras:

- Era I: The Political and Intellectual Origins of the American Nation - The Revolution and the Constitution 1763-1789
- Era II: The Formation and Framework of American Democracy
- Era III: Political Democratization, Westward Expansion, and Diplomatic Developments, 1790-1860
- Era IV: Economic Growth in the North and South, 1800-1860
- Era V: Social, Political and Religious Change, 1800-1860
- Era VI: Civil War and Reconstruction, 1860-1877

A pacing guide has been established to fully prepare students for the citywide mid- and end of course assessments. Given the six eras included in the course, one era should be completed every 6 weeks. Content questions for the mid and end of course assessments will be derived directly from information found on the standards pages in this document.

Mid-Course Assessment: United States History I: 1763 to 1877

- Scope of the assessment: Eras I-III

End-of-Course Assessment: United States History I: 1763 to 1877

- Scope of the assessment: Era IV-VI

Procedural Standards: Students are expected to develop the following skills to access, understanding, evaluate, and apply the information and ideas they will study throughout the year. The development of these skills is the responsibility of every teacher.

Standard	Students will...
1	Construct timelines, identify ways to express time relationships, and arrange events in chronological order.
2	Construct, read, and interpret charts, graphs, and maps.
3	Use historical maps (physical and political) to place ideas, events, people in time and an historical context.
4	Define and use concepts and terms from history, civics and government, economics and geography.
5	Differentiate between facts, opinions, beliefs, and interpretations.
6	Identify historical people, events, issues, decisions, documents, or ideas.
7	Describe, summarize, or explain historical events, issues, decisions, institutions, documents, artifacts, ideas, et al. using historical evidence and considering historical context.
8	Identify or describe historical people, their ideas, decisions, purpose, beliefs, opinions, motives, perspective, or point of view.
9	Identify and explain cause and effect relationships, using historical evidence and considering historical context.
10	Identify and explain sequence of events.
11	Compare and contrast historical people, events, issues, decisions, motives, beliefs, opinions, institutions, documents, ideas, et al., using historical evidence and considering historical context.
12	Make connections between and among historical people, events, issues, decisions, motives, beliefs, opinions, institutions, documents, ideas, et al., including the present, using historical evidence and considering historical context.
13	Analyze historical people, events, issues, decisions, motives, beliefs, opinions, institutions, documents, ideas, et al., using historical evidence and considering historical context.
14	Evaluate, assess, comment upon, or critique historical people, events, issues, decisions, motives, beliefs, opinions, institutions, documents, ideas, et al., using historical evidence and considering historical context.
15	Defend historical decisions, motives, beliefs, opinions, documents, ideas, et al., using historical evidence and considering historical context.

Content Standards:

Era I: The Political and Intellectual Origins of the American Nation - The Revolution and the Constitution 1763-1789		
<p align="center">Key Themes: Era I</p> <p>M1- Democracy, Personal Freedom, Individual Responsibility, and Human Rights Key Questions: a) What are the issues that bring the government into conflict with peoples' freedoms? b) What is the proper balance between order on the one hand and liberty on the other?</p> <p>M2- Federalism – the Growth of Centralized Democracy Key Questions: a) What powers should the national government exercise? What powers should state governments exercise? b) Whose interests are at stake when the national and state governments collide with one another?</p> <p>M7- Individuals, Groups and Institutions Key Questions: a) What role should the government play to build tolerance and equity among people of different races, religions, cultures, ethnic groups, and beliefs?</p>		
Key Ideas	Key People	Key Events
<ul style="list-style-type: none"> ▪ British imperialism ▪ Self-government ▪ Democracy ▪ Individualism ▪ States' rights ▪ Involuntary Servitude ▪ Slavery ▪ Federalism ▪ Natural rights ▪ Constitutional government ▪ Three-fifths Compromise ▪ Great Compromise ▪ Enumerated or delegated powers; Shared or concurrent powers; reserved powers ▪ Elastic Clause 	<ul style="list-style-type: none"> ▪ John Locke ▪ Baron de Montesquieu ▪ Benjamin Franklin ▪ Samuel Adams ▪ John Adams ▪ Thomas Jefferson ▪ George Washington ▪ King George III ▪ James Madison ▪ Alexander Hamilton ▪ John Hancock ▪ Thomas Paine ▪ Crispus Attucks ▪ Abigail Adams ▪ Patriots & Loyalists ▪ Federalists & Anti-Federalists ▪ Franchised & Disenfranchised 	<ul style="list-style-type: none"> ▪ French & Indian War ▪ Proclamation Act, 1763 ▪ Boston Massacre ▪ Lexington and Concord ▪ Bunker Hill ▪ Dorchester Heights ▪ Boston Tea Party ▪ Articles of Confederation ▪ First Continental Congress ▪ Second Continental Congress ▪ Battle of Saratoga ▪ Battle of Yorktown ▪ Shays' Rebellion ▪ Treaty of Paris, 1783 ▪ Constitutional Convention
Key Policies, Debates, Decisions & Reactions: the Great Compromise; Federalists vs. Anti-Federalists		
Required Documents: Students will be able to read, interpret, discuss and respond to these documents:		
<ul style="list-style-type: none"> • Mayflower Compact (1620)* • Declaration of Independence (1776)* • the Northwest Ordinance (1787)* 	<ul style="list-style-type: none"> ▪ the United States Constitution (1787)* • Federalist Paper # 10*, (1787–1788) • the Bill of Rights (1791)* 	

**Era I - The Political and Intellectual Origins of the American Nation –
The Revolution and the Constitution 1763-1789; The Formation and Framework of
American Democracy**

Content Standards/Performance Benchmarks:

Standard	Students will...
16	Explain the political and economic factors that contributed to the American Revolution, including... a. the impact on the colonies of the French and Indian War including how the war led to an overhaul of British imperial policy from 1763-1775 b. how freedom from European feudalism and aristocracy and the widespread ownership of property fostered individualism and contributed to the Revolution.
17	Explain how Americans resisted British policies before 1775 and explain the reasons for the American victory and the British defeat during the Revolutionary war.
18	Explain the role of Massachusetts in the revolution including important events that took place in Massachusetts and important leaders from Massachusetts: a. the Boston Massacre b) the Boston Tea Party c) the Battle of Lexington and Concord and Bunker Hill d) Sam Adams, John Adams, and e) John Hancock
19	Explain the historical and intellectual influences on the American Revolution and the formation of the American Government including: a. the legacy of ancient Greece and Rome b. the political theories of such European philosophers as Locke and Montesquieu
20	Explain the influence and ideas of the Declaration of Independence and the political philosophy of Thomas Jefferson
21	Explain the reasons for the adoption of the Articles of Confederation in 1781 including why its drafters created a weak central government; analyze the shortcomings of the national government under the Articles; and describe the crucial events (e.g. Shay's rebellion) leading to the Constitutional Convention.
22	Explain and evaluate the role of various Founders at the Convention; describe the major debates that occurred; explain and evaluate the Three-Fifths Compromise and the "Great Compromise".
23	Describe the debate over the ratification of the Constitution between Federalists and Anti-Federalists; evaluate the differing perspectives; explain the key ideas contained in the Federalist Papers on federalism, factions, checks and balances, and the importance of an independent judiciary.
24	Explain the reasons for the passage of the Bill of Rights
25	On a map of North America, identify the first 13 states to ratify the Constitution.

Era II: The Formation and Framework of American Democracy

Key Themes: Era II

M1- Democracy, Personal Freedom, Individual Responsibility, and Human Rights

Key Questions: a) What are the key principles that guide people's social, political, and economic lives in the United States? b) To what extent has our country lived up to these principles throughout its history?

M2- Federalism- the Growth of Centralized Democracy

Key Questions: a) What are the issues that bring the branches of government into conflict? b) What are the dangers or benefits to national welfare if control of the three branches is vested in the hands of one political party? c) What important problems did the creation of the Constitution resolve? What problems did it leave unresolved?

Key Ideas	Key People	Key Events
<ul style="list-style-type: none"> ▪ Democracy ▪ Monarchy ▪ Oligarchy ▪ Theocracy ▪ Autocracy ▪ Popular Sovereignty ▪ Constitutional Government ▪ Representative Government ▪ Federalism ▪ Separation of Powers ▪ Balance of powers ▪ Citizenship: rights and responsibilities ▪ Checks & balances ▪ Limited government: purposes & functions ▪ Enumerated or Delegated Powers ▪ Shared or Concurrent Powers ▪ Reserved Powers ▪ Electoral College ▪ Bill of Rights ▪ Judicial Review ▪ Due process of law 	<ul style="list-style-type: none"> ▪ Thomas Jefferson ▪ Alexander Hamilton ▪ Federalists ▪ Anti-Federalist ▪ Governor ▪ Mayor ▪ City Council ▪ President ▪ Legislature ▪ Judiciary ▪ Supreme Court ▪ Lobbyists 	<ul style="list-style-type: none"> ▪ The focus should be placed on: the functions of government at the national, state and local levels to include: ▪ limitations of power ▪ role of elected and appointed officials ▪ rights and responsibilities of citizens and ▪ decision-making.

Key Policies, Debates, Decisions & Reactions: The Bill of Rights

Required Document: Students will be able to read, interpret, discuss and respond to this document

- The United States Constitution (1787)

Era II - The Formation and Framework of American Democracy

Content Standards/Performance Benchmarks:

Standard	Students will...
26	Explain the purpose and function of different forms of government, including democracy, monarchy, oligarchy, theocracy, and autocracy; give examples of each.
27	Explain why the United States government is classified as a democratic government.
28	Explain the characteristics of American democracy, including the concept of popular sovereignty and constitutional government (representative institutions, federalism, separation of powers, shared powers, checks and balances, and individual rights.
29	Explain the varying roles and responsibilities of federal, state, and local government in the United States.
30	Explain the rights and responsibilities of citizenship and describe how a democracy provides opportunities for citizens to participate in the political process through elections, political parties, and interest groups.
31	Describe how decisions are made in a democracy, including the role of legislatures, courts, executives and the public.

Era III: Political Democratization, Westward Expansion, and Diplomatic Developments, 1790-1860

Key Themes - Era III:

M1 – Democracy, Personal Freedom, Individual Responsibility, and Human Rights

Key Questions: a) What role should the United States Supreme Court play in making policy for the nation? When should the Court restrict itself to ruling narrowly on cases of law?

M3- Foreign Policy, The Exercise of National Power and the Growth of Presidential Power

Key Questions: To what extent should any nation be free to exercise its power to impact the destiny of other peoples or nations? What principles should guide these interactions?

M4- Geography

Key Questions: a) What methods have been used to secure control over land and resources? To what extent has the United States or people within the United States, used fair and just methods to secure control over land and resources that did not belong to them? When, if ever, is it fair and just to take control of land and resources when the current inhabitants or owners object?

Key Ideas	Key People	
<ul style="list-style-type: none">▪ Impressment▪ Embargo▪ Nationalism▪ Sectionalism▪ Isolationism▪ Universal male suffrage▪ Spoil system▪ National Bank▪ Judicial review▪ Jacksonian Democracy▪ Enslavement▪ Nullification▪ Species Circular▪ Territorial expansion▪ Genocide	<ul style="list-style-type: none">▪ George Washington▪ John Adams▪ Thomas Jefferson▪ Alexander Hamilton▪ Chief Justice John Marshall▪ James Madison▪ Dolly Madison▪ James Monroe▪ John Quincy Adams▪ War Hawks▪ Henry Clay▪ John C. Calhoun▪ Daniel Webster▪ Tecumseh	<ul style="list-style-type: none">▪ Andrew Jackson▪ James Polk▪ Zachary Taylor▪ Sam Houston▪ General Santa Anna▪ Lewis and Clark▪ Sacajawea▪ Moses and Stephen Austin
Key Events		
<u>Political Democratization and Diplomatic Development</u> <ul style="list-style-type: none">▪ Establishment of the Federal Government▪ Neutrality Proclamation, 1793▪ Whiskey Rebellion, 1794▪ Rise of Democratic and Whig Parties▪ XYZ Affair, 1797▪ Alien and Sedition Acts, 1798▪ Embargo Act, 1807	<ul style="list-style-type: none">▪ Burning of Washington, D.C.▪ Treaty of Ghent, 1814▪ Hartford Convention▪ Battle of New Orleans, 1815▪ Era of Good Feelings▪ Missouri Compromise, 1820▪ Monroe Doctrine, 1823▪ Cherokees' Trail of Tears▪ Election of 1828▪ Webster-Haynes Debate,	<u>Westward Expansion</u> <ul style="list-style-type: none">▪ Louisiana Purchase, 1803▪ Lewis and Clark Expedition▪ Acquisition of Florida, 1819/Adams-Onis Treaty▪ Manifest Destiny▪ Oregon Dispute, 1844▪ Annexation of Texas, 1845▪ Mexican American War 1846-48▪ Treaty of Guadalupe-Hidalgo, 1848▪ California Gold Rush, 1849

<ul style="list-style-type: none"> ▪ <i>Leopard – Chesapeake Affair</i> ▪ War of 1812 	1830 <ul style="list-style-type: none"> ▪ Jackson veto of Second Bank of the United States (1832) 	<ul style="list-style-type: none"> ▪ Gadsden Purchase, 1854
Key Policies, Debates, Decisions and Reactions: <i>Marbury v. Madison</i> , Monroe Doctrine		
Required Documents: There are no required documents for this era.		

Era III - Political Democratization, Westward Expansion, and Diplomatic Developments, 1790-1860

Content Standards/Performance Benchmarks:

Standard	Students will...
32	Summarize the major policies and political developments that took place during the presidencies of George Washington (1789-1797) John Adams (1797-1801) and Thomas Jefferson (1801-1809). This includes: <ul style="list-style-type: none"> a. the origins of the Federalist and Democratic-Republican parties in the 1790s. b. the conflicting ideas of Thomas Jefferson and Alexander Hamilton. c. the Alien and Sedition Acts. d. the Louisiana Purchase
33	Explain the rising levels of political participation and the expansion of suffrage in antebellum America.
34	Describe the election of 1828, the importance of Jacksonian democracy, and Jackson's actions as President. This includes: <ul style="list-style-type: none"> a. the spoils system b. Jackson's veto of the National Bank c. Jackson's policy of Indian Removal
35	Trace the influence and ideas of Supreme Court Justice John Marshall and the importance of the doctrine of judicial review as manifested in <i>Marbury v. Madison</i> (1803).
36	Describe the causes, course, and consequences of America's westward expansion and its growing diplomatic assertiveness. Include the following: <ul style="list-style-type: none"> a. the War of 1812 b. the purchase of Florida in 1819 c. the 1823 Monroe Doctrine d. the Cherokee's Trail of Tears e. the annexation of Texas in 1845 f. the concept of Manifest Destiny and its relationship to westward expansion g. the acquisition of the Oregon Territory in 1846 h. the territorial acquisition resulting from the Mexican War i. the search for gold in California j. the Gadsden Purchase of 1854
37	Use a map of North America to trace America's expansion to the Civil War,

	including the location of the Santa Fe and Oregon trails.
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Era IV: Economic Growth in the North and South, 1800-1860		
Key Themes: Era IV		
<p>M4- Geography Key Questions: a) How do geography, climate, and resources influence or limit the economic development of the United States? b) What is the relationship between geography and technology and its effect on the economic, social and political development of the United States?</p> <p>M5- Capitalism, Free Markets and Industrial Economies – Economic Prosperity and Increased Economic Disparities Key Questions: a) What should be the basic rights of businesses and other employers? What should be the basic rights of employees?</p> <p>M6- Scientific Reasoning and Technology Key Questions: a) How have scientific or technological discoveries or advancements altered American life?</p> <p>M7- Individuals, Groups and Institutions Key Questions: a) How has immigration (voluntary and involuntary) changed America and how has America treated and changed its immigrants?</p>		
Key Ideas	Key People	Key Events
<ul style="list-style-type: none"> ▪ Central Role of slavery in building the economy of the United States ▪ Transportation Revolution ▪ Industrialization ▪ Interchangeable Parts ▪ Working Conditions ▪ Child Labor ▪ Immigration ▪ Entrepreneurs ▪ Corporations ▪ Stockholders ▪ Collective bargaining 	<ul style="list-style-type: none"> ▪ James Hargreaves ▪ James Watt ▪ Samuel Slater ▪ Eli Whitney ▪ Robert Fulton ▪ Samuel F.B. Morse ▪ Donald McKay ▪ George Stevenson ▪ Francis Cabot Lowell ▪ Cyrus McCormick ▪ Enslaved Africans 	<ul style="list-style-type: none"> ▪ “Spinning Jenny” invented ▪ Steam engines invented ▪ Growth of water transportation ▪ Steamboat invented ▪ Construction of the Erie Canal ▪ Growth of the rail system ▪ Growth of ocean transportation ▪ Improvements in communications ▪ Invention of the Cotton Gin ▪ Invention of the reaper ▪ Establishment of the Lowell Factory System in New England ▪ Growth of cities

		<ul style="list-style-type: none"> ▪ Increase in immigration
Key Policies, Debates, Decisions and Reactions: None for this era		
Required Documents: <ul style="list-style-type: none"> ▪ Frederick Douglass, Independence Day Speech at Rochester, New York (1852) 		

Era IV - Economic Growth in the North and South, 1800-1860

Content Standards/Performance Benchmarks:

Standard	Students will...
38	Explain and evaluate the importance of the Transportation Revolution of the 19 th century (the building of canals, roads, bridges, turnpikes, steamboats, and railroads), including the stimulus it provided to the growth of a market economy.
39	Explain and evaluate the emergence and impact of the textile industry in New England and industrial growth generally throughout antebellum America. <ul style="list-style-type: none"> a. the technological improvements and inventions that contributed to industrial growth b. the causes and impact of the wave of immigration from Northern Europe to America in the 1840s and 1850s c. the rise of a business class of merchants and manufacturers d. the role of women in New England textile factories
40	Describe the rapid growth of slavery in the South after 1800 and explain slave life and resistance on plantations and farms across the South.
41	Describe the impact of the cotton gin on the economics of slavery, Southern agriculture and Northern industrial and economic growth.

Era V: Social, Political and Religious Change, 1800-1860

Key Themes: Era V

M1- Democracy, Personal Freedom, Individual Responsibility, and Human Rights

Key Questions: a) When have we fallen short in practicing our principles, why have we fallen short, and what have been the effects?

M7 – Individuals, Groups and Institutions

Key Questions: a) What effect does intolerance have on the social, political, and economic life of a nation and its people?

M8- Culture and Intellectual Life

Key Questions: a) How have various art forms informed and influenced the public?

Key Ideas	Key People	Key Events
<ul style="list-style-type: none"> Reform Movements Compulsory education Abolition Movement Transcendentalist Movement Resistance Rebellion 	<ul style="list-style-type: none"> Harriet Tubman Sojourner Truth Frederick Douglass David Walker Denmark Vesey Nat Turner Gabriel Prosser John Brown Theodore Weld William Lloyd Garrison Horace Mann Elizabeth Cady Stanton Susan B. Anthony Margaret Fuller Lucretia Mott 	<ul style="list-style-type: none"> Second Great Awakening, 1800 David Walker writes, <i>Appeal to the Colored Citizen's of the World</i>, 1829 <i>Walden</i> is written by Thoreau, 1854 Seneca Falls Convention, 1848 Growth of Religion in America Growth of American Education and Literature

	<ul style="list-style-type: none"> ▪ Henry David Thoreau ▪ Ralph Waldo Emerson ▪ Harriet Beecher Stowe ▪ The Forten Family (including Charlotte Forten-Grimke) 	
Key Policies, Debates, Decisions & Reactions: Anthony Burns Case, 1854		
Required Documents: <ul style="list-style-type: none"> ▪ The Seneca Falls Declaration of Sentiments and Resolutions (1848) 		

Era V- Social, Political and Religious Change, 1800-1860

Content Standards/Performance Benchmarks:

Standard	Students will...
42	Summarize the growth of the American education system and Horace Mann's campaign for free compulsory public education.
43	Describe the formation of the abolitionist movement, the role of various abolitionists, and the response of southerners and northerners to abolitionism. Individuals for study include: <ul style="list-style-type: none">a. Harriet Tubmanb. Frederick Douglassc. Theodore Weldd. William Lloyd Garrisone. Sojourner Truth
44	Describe the important religious trends that shaped antebellum America. Consider: <ul style="list-style-type: none">a. the increase in the number of Protestant denominationsb. the Second Great Awakeningc. the influence of these trends on the reaction of Protestants to the growth of Catholic immigration.
45	Explain the goals and effect of the antebellum women's suffrage movement. <ul style="list-style-type: none">a. The 1848 Seneca Falls conventionb. Elizabeth Stantonc. Susan B. Anthonyd. Margaret Fullere. Lucretia Mott
46	Explain the emergence of the Transcendentalist movement through selected writings of Ralph Waldo Emerson and Henry David Thoreau. Selected writings include "Self Reliance," by Emerson and <u>Walden</u> , by Thoreau.

Era VI: Civil War and Reconstruction, 1860-1877

Key Theme: Era VI

M1- Democracy, Personal Freedom, Individual Responsibility, and Human Rights

Key Questions: a) When should the government exert its power over an individual, even if he/she doesn't want it to?

M2- Federalism – the Growth of Centralized Democracy

Key Questions: a) To what extent are all citizens effectively represented in the legislative, judicial, and executive branches of government? What, if any, measures should be taken to ensure that they are? b) What powers should the national government exercise? What powers should state governments exercise? c) To what extent did the Civil War create a more perfect union?

M3- Foreign Policy, The Exercise of National Power and the Growth of Presidential Power

Key Questions: a) How have presidential powers changed in response to wars or other crises? Should the limits of presidential power change during exceptional times or should they always remain as stated in the Constitution?

Key Ideas	Key People	
<ul style="list-style-type: none"> Popular Sovereignty Nullification Secession Reconstruction Civil Rights Voting Rights States' Rights Citizenship Non-enforcement of laws Impeachment Jim Crow Black Codes Segregation White Supremacy Human Rights and the role of the government 	<ul style="list-style-type: none"> Dred Scott Harriet Beecher Stowe John Brown Stephen Douglas Abraham Lincoln Robert E. Lee John Brown Thomas J. "Stonewall" Jackson Ulysses S. Grant Robert Gould Shaw 54 & 55th Massachusetts Regiments Jefferson Davis Andrew Johnson "Radical" Republicans 	<ul style="list-style-type: none"> Charles Sumner Hiram Revels Carpetbaggers Scalawags Freedmen's Bureau Homer Plessy Roger B. Taney Knights of the White Camelia/Ku Klux Klan
Key Events		
<ul style="list-style-type: none"> Missouri Compromise (1820) South Carolina Nullification Crisis (1832-33) Wilmot Proviso (1846) Compromise of 1850 Publication of <i>Uncle Tom's Cabin</i>, (1851-1852) Kansas-Nebraska Act (1854) Dred Scott Case (1857) Lincoln-Douglas Debate (1858) John Brown's raid on Harper's Ferry (1859) Election of Abraham Lincoln (1860) South Carolina secedes from Union (1860) Fort Sumter attacked, April 12, 1861 Antietam 	<ul style="list-style-type: none"> Vicksburg Gettysburg Emancipation Proclamation Surrender of R. E. Lee/End of the War (1865) Assassination of Lincoln (1865) Slavery Abolished/13th Amendment (1865) Reconstruction Acts, 1867 Andrew Johnson Impeached (1868) 14th Amendment (1868) 15th Amendment (1870) Election of 1876 Compromise of 1877/ End of Reconstruction Rise of Jim Crow Laws Plessy v. Ferguson Case (1896) 	

Key Policies, Debates, Decisions & Reactions: Dred Scott Case (1857, 13, 14 and 15 th Amendments (1865); Election of 1876; Compromise of 1877
Required Documents: <ul style="list-style-type: none"> Lincoln's Gettysburg Address (1863) and Lincoln's Second Inaugural Address (1865)

Era VI - Civil War and Reconstruction, 1860-1877

Content Standards/Performance Benchmarks:

Standard	Students will...
47	Describe how the different economies and cultures of the North and South contributed to the growing importance of sectional politics in the early 19 th century.
48	Summarize the critical developments leading to the Civil War. a. the Missouri Compromise b. the South Carolina Nullification Crisis (1832-1833) c. the Wilmot Proviso d. the Compromise of 1850 e. the publication of Harriet Beecher Stowe's Uncle Tom's Cabin (1851-1852) f. the Kansas-Nebraska Act (1854) g. the Dred Scott Supreme Court Case (1857) h. the Lincoln-Douglas Debates (1858) i. John Brown's raid on Harper's Ferry (1859) j. the election of Abraham Lincoln in 1860
49	On a map of North America, identify Union and Confederate States at the outbreak of the war.
50	Explain the presidency of Abraham Lincoln. Consider Lincoln's views regarding slavery, the union and political obstacles.
51	Explain the purpose and shortcoming of the Emancipation Proclamation (1863)
52	Explain the roles and policies of various Civil War leaders and describe the important Civil War battles and events as listed. <i>People:</i> a) Ulysses S. Grant b) Jefferson Davis c) Robert E. Lee <i>Battles:</i> d) the Massachusetts 54 th Regiment and the Battle at Fort Wagner e) Antietam f) Vicksburg g) Gettysburg
53	Provide examples of the various effects of the Civil War such as: a. Physical and economic destruction b. the increased role of the federal government c. the greatest loss of life on a per capita basis of any U.S. war before or since
54	Explain and evaluate the policies and consequences of Reconstruction to include: a. Presidential and Congressional Reconstruction b. the impeachment of President Johnson c. the 13 th , 14 th , and 15 th Amendments d. the opposition of Southern whites to Reconstruction e. the accomplishments and failures of Radical Reconstruction f. the presidential election of 1876 and the end of Reconstruction g. the rise of Jim Crow

	h. the Supreme Court Case, Plessy v. Ferguson.
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Section III: Literacy Across the Curriculum: Strategies, Skills, Activities



Reading/Writing/Thinking Strategies: Structured Text

The following strategies help students build an understanding of the ideas in structured text (like textbooks). Teaching these strategies to students is the responsibility of all teachers.

Students will:

1. Survey: scan the text for 1-2 minutes identifying clues about the content and most important ideas, including headings, bold-faced words, illustrations, pictures, and other striking details
2. Question: generate questions likely to be answered by reading the text
3. Predict: state 3-5 things they might learn based on the questions they generated
4. Read: “chunk” the text into small, manageable pieces; search for answers to their questions and responses to their predictions (on their own or with a partner); note important terms and concepts; generate additional questions as they read
5. Respond: answer their questions (on their own and with others); confirm or refute their predictions; generate additional ideas and responses to the text
6. Summarize: after completing multiple “chunks”, identify the 8-10 terms and concepts that are most important to understanding the text; write a summary statement using as many of the terms and concepts as possible; write an overall summary statement for the entire text after it has been read

Going Deeper:

7. Infer: take what they already know; add it to what they’ve just learned; put the two together to generate a new idea not included in the text, an assertion, a generalization, or a connection to their lives or the larger world
8. Analyze: where known, consider the author’s background, perspective and bias; identify facts versus opinions, beliefs, interpretations, assertions, or conclusions; identify perspectives that may be different or not represented
9. Evaluate: assess the validity of the author’s opinions, ideas, beliefs, interpretations, assertions, and conclusions included in the text, based on the evidence; look for content that is in/accurate, in/consistent, im/plausible, or missing; consider alternative opinions, ideas, beliefs, interpretations, and assertions that could be made...and reach conclusions of their own based on the evidence

Artifacts: Similar strategies are used when examining artifacts (e.g., political cartoons, photos, other works of art). Students will...

1. Survey: scan the artifact for one minute; list important, striking, or unusual details; familiar figures, symbols, or characters; titles, labels, captions, dates, and the creator’s name (if available)
2. Question: generate questions about the details, figures, symbols, characters, title, label, caption, creator, or the overall artifact.
3. Infer: generate answers to their questions; consider what they know about the details; look for connections between the parts to derive meaning; look for the deeper meaning; consider alternative interpretations...and reach a conclusion about the work based on the evidence
4. Summarize: write an overall conclusion about the meaning of the artifact (1-3 sentences)

Pre-, During, and After-Reading Activities: Structured and Unstructured Text

The following are additional activities that will help teachers help students read and understand challenging (historical) documents that do not provide structured support often found in textbooks... as well as textbooks with challenging language and ideas.

1. Access and Build Background Knowledge: Before students begin to read, help them access and build on their existing knowledge of key concepts, terms, and other vocabulary they'll encounter in the document. Examine and talk about short videos or images that can introduce students to key concepts in a document before you read the text. Use effective teaching strategies (e.g., Word Splash, K-W-L, Anticipation Guides) to find out what students' knowledge and misconceptions are. If you're working with long text, attack it in small chunks.
2. Read/Think Aloud: Read a portion of the document aloud, and slowly, to help students listen to and understand the particular language, structure, and style used in the document. Think aloud as you read, as if you had never read the document before, and as if the language and ideas are obscure or complex (as they will be for many of your students). Stop to re-think passages out loud as you make meaning of them. As any questions, problems, connections to prior knowledge, or new ideas comes to mind, share them with students, mark up the text or jot down notes, and let them know how you're going to process your questions, problems, connections, and ideas as you move through the text. Identify words you don't understand and talk about how you're going to figure them out. Identify sentences or passages that are deep in meaning and talk about the mental processes you go through to make meaning of them. Stop and express exasperation if the language is obscure, unfamiliar, or difficult to get a handle on. Help the students know that figuring out the meaning of any challenging text is hard work.....for everyone, not just them.
3. On Their Own: Provide your students with the same kind of opportunities to read and think aloud. Give them opportunities to read the documents slowly, carefully, and often aloud, on their own, in pairs, and in larger groups (when they feel they can read the document fluently, expressively, and with understanding). Push your students to think deeply about the document; to generate different kinds of questions and observations as they go along, including literal, interpretive, analytical, and evaluative questions. Model different kinds of questions you ask when you try to get all the meaning, nuances, implications, and connections out of a text.
4. Sharing/Debrief: Provide students with plenty of time to share and respond to what they've learned and the questions they still have. Fill in students' gaps with insights and questions of your own, but only after you've worked hard to get them thinking, questioning, sharing, and responding on their own...and have modeled some of the hard work for them.
5. Writing & Other Responses: Get students in the habit of writing in response to what they've read...while they're reading. The writing can include brief notations, summaries, questions (with or without answers...yet), comments, inferences, ideas, connections they've made to their own experiences, and other personal responses. Written responses can also include chapter, section, or paragraph headings; captions for pictures in the text; and brief narratives representing the feelings and ideas of different people from the time. The possibilities are limitless. There are other modalities (other than writing) students can also use to respond to what they've read, seen, or heard (e.g., cartoons, caricatures, other visual representations). Encourage students to take advantage of all their creative talents to represent important people, events, and ideas in ways that help them to understand and remember the content. All student responses should be collected in a history notebook that is reviewed with the teacher on a regular basis, considered an important element in determining students' grades, and shared with parents during conferences and celebrations.

Key Questions for Required Primary Source Documents:

Answering the following questions will help students analyze, interpret, and reach conclusions about the required primary source documents included in the United States History I standards. They should be considered whenever these documents are being studied.

1. What type of document is being analyzed (e.g., letter, essay, article)? What are the important characteristics you need to pay attention to in this type of document?
2. For whom was the document written? Who is the intended audience?
3. What are the most important ideas and details included in the document?
4. Who was the author and what was his/her bias, perspective?
5. What are the facts, opinions, beliefs, observations, interpretations, assertions, and conclusions included in the document? Are the opinions, beliefs, observations, interpretations, assertions, and conclusions supported by the facts or other evidence?
6. Why was the document or artifact important when it was created? What event(s) highlight its importance?
7. What were the effects of the document's publication?
8. Why is the document important today? What recent event(s) highlight its importance?
9. What ideas, observations, and interpretations do you come away with after your analysis?

Discussion and Presentation Skills:

There are certain discussion and presentation skills students must master to engage in effective dialogue to enhance their learning. Helping students develop these skills is an important responsibility of every teacher. Students will:

1. Participate in formal and informal discussions and debates in large and small groups; build and use agreed upon rules to conduct and facilitate them
2. Organize and present their thoughts in a logical manner
3. Support their ideas with evidence or details; expect and request the same of others
4. Actively listen, respond to, and build on ideas generated during discussions
5. Use the information to inform or change their perspectives
6. Ask for clarification when others' responses are unclear
7. Summarize and evaluate what they have learned from the discussion
8. Evaluate the productivity of, and make suggestions to improve discussions using established criteria.
9. Give oral presentations; use established criteria to prepare, assess, and improve their presentations

Writing Skills:

Students must do a great deal of writing to learn and exhibit what they've learned. Helping students develop solid writing skills is an important responsibility of every teacher.

Students will:

1. Write clear, cogent, focused responses to open-ended and essay questions; responses will include a thesis that is supported by evidence from the text or the historical record.
2. Write frequent responses to readings, lectures, and other presentations (e.g., summaries, questions, interpretations, connections, perspectives, predictions, and other responses to people and events).
3. Maintain a system (e.g., history notebook) for collecting, referring to, and sharing their notes, thoughts, and writings, including formal writing products.
4. Write occasional, brief research reports to extend their knowledge beyond classroom presentations; include a clear focus and supporting details.





Appendix A: *Seminal Primary Documents* to Consider in United States History I - The Revolution through Reconstruction, 1763 to 1877

Era I – The Political and Intellectual Origins of the American Nation: the Revolution and the Constitution, 1763-1789

- Massachusetts Body of Liberties (1641)
- John Locke’s *Treatises of Civil Government* (1690)
- The Suffolk Resolves (1774)
- The Virginia Statute for Religious Freedom (1786)
- The Massachusetts Constitution (1780)
- Federalist Papers, numbers 1, 9, 39, 51, and 78
- Magna Carta (1215)
- The English Bill of Rights (1689)

Era II – The Formation and Framework of American Democracy

- None listed for this era

Era III – Political Democratization, Westward Expansion, and Diplomatic Developments, 1790-1860

- Washington’s Farewell Address (1796)
- Jefferson’s First Inaugural Address (1801)
- Alexis de Tocqueville, *Democracy in America*, Volumes I (1835) and II (1839)

Era IV – Economic Growth in the North and South, 1800-1860

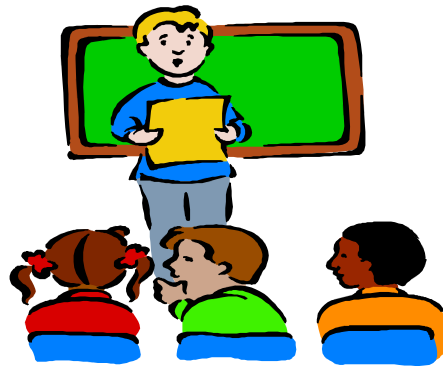
- None listed for this era

Era V – Social, Political, and Religious Change, 1800-1860

- None listed for this era

Era VI – The Civil War and Reconstruction, 1860-1877

- Lincoln’s “House Divided” speech (1858)



Appendix B: History Alive Activities

History Alive! allows teachers to use instructional strategies they have learned with specific activities to engage students in active learning, understanding and reflection. History Alive United States History materials are available in all Boston high schools and should be used on a regular basis. Selected activities should assist students in identifying and solidifying knowledge about the key people, events, and issues of a particular period in American History. History Alive! materials have been aligned with each era under study.

Titles of activities and summaries of the information found in a binder have been taken from the Teachers' Curriculum Institute website (www.teachinci.com). Particular activities have been coded to identify the following:

- : Highly recommended activities found in both the History Alive binders and textbook; for schools using any textbook (History Alive or other text).
- : Highly recommended activities found only in the History Alive binders, for schools using textbooks other than the History Alive textbook.
- ✓ : Highly recommended activities from the History Alive binders, for schools that are using the History Alive textbook and teacher resources.

Please visit this website for additional activities (*Enrichment Essays and Activities for History Alive! The United States*).

Era I – The Political and Intellectual Origins of the American Nation: the Revolution and the Constitution, 1763-1789	
History Alive Binder #2: Colonial Life and the American Revolution	
When you teach these activities:	Students will:
Examining Colonial Society 1.1 An Introduction to Colonial Society 1.2 Understanding the Differing Colonial Societies □ 1.3 Trip Through the Colonies: Journal Writing □	<ul style="list-style-type: none"> ▪ Examine the motivation for colonization and English settlement ▪ Create travel brochures for Southern, Middle, and New England colonies. ▪ Assume the role of English journalists and “travel” through the colonies.
Slavery in the Colonies 2.1 An Overview of West African Culture 2.2 Rhythms of West Africa 2.3 Imagining the Horrors of Enslavement □ ✓ 2.4 Mini-dramas: Africans Resist and Adapt to Enslavement	<ul style="list-style-type: none"> ▪ Study slides depicting the cultural backgrounds of enslaved Africans. ▪ Explore the music of West Africa by listening to and creating music about West African culture. ▪ Imagine the cruelty and inhumanity of enslavement as they listen to Alex Haley's Roots. ▪ Create presentations chronicling aspects of slave life using primary-source materials.
Growing Conflict with England 3.1 From Comfort to Discontent	<ul style="list-style-type: none"> ▪ Analyze slides depicting the changing relationship between

3.2 Taxation Without Representation: A Classroom Parallel ○ 3.3 Understanding Colonial Unrest □ 3.4 Perspectives on Rebellion □ 3.5 Editorializing on Rebellion: Through Colonial and British Eyes	Great Britain and its American colonies. <ul style="list-style-type: none"> ▪ Wriggle with indignation when they are unfairly “taxed” for their school supplies. ▪ Apply an “Unrest-O-Meter” to pre-Revolution events. ▪ Analyze three acts of colonial rebellion from multiple perspectives. ▪ Write an inspired editorial, from a colonial or a British viewpoint, on the Revolution.
Toward Independence 4.1 Making Sense of Common Sense 4.2 A Town Meeting: To Declare Independence or Not □ ✓ 4.3 Loyalists and Patriots Talk It Out □ 4.4 Analyzing the Declaration of Independence 4.5 Visions of the Revolution: The War Through Art	<ul style="list-style-type: none"> ▪ Interpret key passages from Common Sense and represent them in act-it-outs. ▪ Assume the role of historical figures to re-create a 1776 town meeting on independence. ▪ Re-create an argument between a Loyalist and a Patriot and then write an inspired dialog. ▪ Create an illustrated Declaration of Independence. ▪ Analyze five slides of Revolutionary art for perspective and detail.
Culminating Project* 5.1 Creating a Quilt about Colonial Life and the American Revolution	<ul style="list-style-type: none"> ▪ Creating an illustrated quilt that presents diverse views of the colonies and the American Revolution.

* Even if you don’t complete the culminating project, please consider the unit question that centers the project.

Era II – The Formation and Framework of American Democracy History Alive Binder #3: The Constitution in a New Nation	
When you teach these activities:	Students will:
The Roots of Government 1.1 Can people be trusted to govern? □ 1.2 Experiencing the weaknesses of the Articles of Confederation ○ 1.3 Analyzing the features of the Articles of Confederation □ 1.4 Spelling out the weaknesses of the Articles	<ul style="list-style-type: none"> ▪ Host a ‘Meet the Press’ interview of 9 prominent thinkers on their philosophies of government ▪ Apply the decision-making process of the Articles of Confederation to adopt a ‘Coat of Arms’ ▪ Analyze and discuss the purposes and problems of the Articles of Confederation ▪ Write a descriptive poem to explain the weaknesses of the Articles of Confederation
The Creation of the Constitution 2.1 The convening of the Constitutional Convention 2.2 The Compromises of the Constitution 2.3 Constitutional card sort □ ✓ 2.4 Maintaining the balance of power 2.5 Creating metaphors for the Constitution ○	<ul style="list-style-type: none"> ▪ Study slides depicting the convening of the Constitutional Convention in 1787 ▪ Resolve the controversial issues facing delegates at the Constitutional Convention ▪ Analyzing 25 Constitutional questions about the legislative, executive and judicial branches of government ▪ Simulate the system of checks and balances upheld by our three branches of government ▪ Create a visual metaphor: “The three branches of government under the Constitution are like a...”
The Creation of the Bill of Rights 3.1 Considering a Parents’ Bill of Rights □ 3.2 Creating a Students’ Bill of Rights □ 3.3 Understanding the Bill of Rights □	<ul style="list-style-type: none"> ▪ Apply critical thinking skills as they view and discuss slides depicting a Parents’ Bill of Rights ▪ Generate a Students’ Bill of Rights in reaction to the Parents’ Bill of Rights ▪ Examine 10 images depicting individual rights and identify the corresponding amendments

3.4 Imagining life without the Bill of Rights <input type="checkbox"/>	<ul style="list-style-type: none"> Write a compelling story about middle school students whose rights have been violated
The Constitution in Action, 1789-1820 4.1 Illustrating Hamiltonian and Jeffersonian ideals <input type="checkbox"/> 4.2 Giving voice to Jefferson and Hamilton 4.3 Building “A More Perfect Union” <input type="checkbox"/>	<ul style="list-style-type: none"> Create a poster to accentuate the ideals of Alexander Hamilton and Thomas Jefferson Identify quotes by Jefferson and Hamilton and listen to recordings to discover the correct choices Analyze 10 slides depicting key problems facing the nation’s early presidents and leaders
The Constitution in Action Today 5.1 Judging court cases <input type="checkbox"/> 5.2 Drafting a legal opinion <input type="checkbox"/> 5.3 Understanding the legislative process	<ul style="list-style-type: none"> Form legal teams to debate five authentic Supreme Court cases; learn the Supreme court’s decision Act as Supreme Court Justices to write a legal opinion on a case presented in the previous activity Experience the pressure of competing interests as they formulate a bill on offshore oil drilling
Culminating Project* 6.1 Creating a parade float to commemorate the Constitution	<ul style="list-style-type: none"> Design a parade float that shows how the creation of the Constitution solved many important problems

* Even if you don’t complete the culminating project, please consider the unit question that centers the project.

Era III – Political Democratization, Westward Expansion, and Diplomatic Developments, 1790-1860 and Era V – Social, Political, and Religious Change, 1800-1860 History Alive Binder #4: Manifest Destiny in a Growing Nation	
When you teach these activities:	Students will:
1.1 America discovers its Manifest Destiny <input type="checkbox"/> 1.2 Journal writing: Heading west with Lewis and Clark <input type="checkbox"/> ✓ 1.3 Political developments in an expanding nation <input type="checkbox"/>	<ul style="list-style-type: none"> Critically assess the meaning of Manifest Destiny after viewing and discussing slides Assuming the role of William Clark to create an account of life on the new frontier using primary sources Discover how the common citizen became a greater part of the political process
The Heritage of the Southwest 2.1 Discovering the Southwest Heritage ○ 2.2 Conflict in the Southwest 2.3 Writing a corrido about life in the Southwest	<ul style="list-style-type: none"> Explore images and design a mural representing Mexicano contributions to Southwest culture Interpret slides depicting such events as the Lone Star Revolt, and the Mexican-American War Listen to a Mexican folk song and then compose an original corrido
Many Paths to the West 3.1 Overcoming geographic challenges along the Oregon Trail 3.2 Do’s and don’ts for pioneers <input type="checkbox"/> 3.3 Mini-dramas from life in the West ○	<ul style="list-style-type: none"> Hypothesizing how westward pioneers overcame such challenges as the Rocky Mountains Create a descriptive flier for pioneers on the essentials of westward travel Bring to life scenes depicting the lives of westerns such as Chinese Americans and pioneer women
Through the Eyes of Native Americans 4.1 Manifest Destiny from a Native American perspective <input type="checkbox"/> 4.2 Cultures in conflict 4.3 The Nez Perce – Interpreting history through music ○ 4.4 Responding to Chief Seathle <input type="checkbox"/>	<ul style="list-style-type: none"> Forfeit “land” to a group of students “destined” to occupy the prime classroom space Analyze slides chronicling Native American removal during the greatest period of U.S. expansion Present dramatic accounts of each step of the Nez Perce’s historic retreat Write a presidential speech responding to a letter from Chief Seathle
Culminating Project*	

6.1 Creating an annotated scrapbook about Manifest Destiny	<ul style="list-style-type: none"> Compile an annotated scrapbook of how U.S. expansion affected people's lives during the 1800s
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* Even if you don't complete the culminating project, please consider the unit question that centers the project.

Era IV – Economic Growth in the North and South, 1800-1860 History Alive Binder #6: The Rise of Industrial America	
When you teach these activities:	Students will:
Industrializing America 1.1 Towards Industrialization 1.2 Graphing America's Rising Industrialism <input type="checkbox"/> 1.3 Experiencing the Assembly Line <input type="radio"/>	<ul style="list-style-type: none"> Gain appreciation for the magnitude of the Industrial Revolution by viewing and discussing slides Interpret graphs and images illustrating the changes the Industrial Revolution brought Seethe with unrest as they labor on an assembly line to mass-produce a drawing
Culminating Project* Publishing a newspaper about the rise of Industrial America	<ul style="list-style-type: none"> Design newspapers to explain how industrialization and immigration changed life in the U.S.

* Even if you don't complete the culminating project, please consider the unit question that centers the project.

Era V - Social, Political and Religious Change, 1800-1860 History Alive Binder #4: Manifest Destiny in a Growing Nation	
When you teach these activities:	Students will:
A Case Study of Reform: Women's Rights 5.1 Meeting women who spoke out <input type="radio"/> 5.2 How far have we come since Seneca Falls <input type="radio"/>	<ul style="list-style-type: none"> Examine the debate of equality in the 1830s and 1840s and compose responses Conduct a debate as they assess whether women's issues from 1848 are redressed today

Era VI – The Civil War and Reconstruction, 1860-1877 History Alive Binder #5: The Civil War and Reconstruction	
When you teach these activities:	Students will:
Contrasting North and South 1.1 Diagramming differences between the North and the South. <input type="checkbox"/> 1.2 How geography determined two ways of life 1.3 Identifying multiple perspectives on slavery <input type="checkbox"/> 1.4 The spectrum of views on slavery <input type="checkbox"/>	<ul style="list-style-type: none"> Create spoke diagrams illustrating the North and the South before the Civil War Design a flowchart showing how diverse geography affected life in the North and the South Analyze nine viewpoints on slavery from diverse thinkers Represent a historical figure and stand on a spectrum to demonstrate the figure's view on slavery
The Coming of the Civil War 2.1 From compromise to conflict: the crisis unfolds 2.2 A press conference on the eve of the Civil War <input type="checkbox"/> ✓ 2.3 A letter to the editor: To go to war or not?	<ul style="list-style-type: none"> Debate the issues facing the Union in the mid-1800s Re-create an 1861 press conference to discuss how the crisis might have been avoided Write an editorial to express concerns regarding the grave state of the Union
A Family Divided: Fighting the Civil War 3.1 Graphing Civil War data <input type="checkbox"/> ✓	<ul style="list-style-type: none"> Chart crucial Civil War information and draw conclusions about its impact on the war

3.2 A visual history of the Civil War	▪ View, hear, read, and respond to a number of primary source materials from the war
3.3 Civil War songs: changing attitudes towards war <input type="checkbox"/>	▪ Closely examine song lyrics from the Civil War era to reveal underlying attitudes toward war
Reconstructing the Union	
4.1 Writing report cards on Reconstruction	▪ Plans grade the responses to postwar problems, then write their own plan for Reconstruction
4.2 Reconstructing the nation	▪ Evaluate the successes and failures of the attempt to rebuild the nation after the Civil War
4.3 We shall overcome: a dramatic presentation	▪ Dramatize the continuing struggle for equality for African Americans from 1877 to the 1960s
Culminating Project*	
5.1 Creating a visual metaphor about the Civil War	▪ Construct a visual metaphor on the degree to which the Civil War created a more perfect union
The following activities extend beyond Reconstruction. Please consider them if you have time. History Alive Binder #6: The Rise of Industrial America	
Industrializing America	
1.4 Labor's Response to Industrialism	▪ Discover how long hours, hazardous conditions, and low pay led to the formation of the labor movement
1.5 Labor and Management Talk It Out <input type="radio"/>	▪ Engage in a fiery management-versus-labor debate and then write dialog
Immigration: The Changing Face of America	
2.1 The great wave of immigration <input type="checkbox"/>	▪ Experience immigrating from one "country" to another and discuss the impact on natives and immigrants
2.2 The rising tide of immigration <input type="checkbox"/>	▪ Gain insight into the living and working conditions of U.S. immigrants at the turn of the century
2.3 Voices of Chinese immigrants: Poems from Angel Island <input type="checkbox"/>	▪ Explore tales of life on Angel Island and then create poems about the Chinese experience
2.4 Analyzing attitudes on immigration through political cartoons <input type="checkbox"/>	▪ Inspect a series of turn-of-the-century political cartoons to uncover attitudes of the time
2.5 Interviewing a Recent Immigrant <input type="checkbox"/>	▪ Meet with a recent immigrant to discover the challenges and dreams facing immigrants.

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Appendix C: High School Standards Review Team

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Endnotes:

ⁱ Bradley Commission, Building a History Curriculum: Guidelines for Teaching History in Schools, p6.

ⁱⁱ Project '87 was a collaboration of the American Historical Association and the American Political Science Association.